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Investigating Iraqi EFL Learners' Performance in Using Sentence Types

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

وَإِذَا سَأَلَكَ عِبَادِي عَنِّي فَإِنِّي قَرِيبٌ ۖ أُجِيبُ
دَعْوَةَ الدَّاعِ إِذَا دَعَانِ ۖ فَلْيَسْتَجِيبُوا لِي وَلْيُؤْمِنُوا بِي لَعَلَّهُمْ يَرْشُدُونَ ﴿١٨٦﴾
[البقرة: 186]

صدق الله العلي العظيم

In the name of Allah, Most Gracious, Most Merciful

When My servants ask thee concerning Me, I am indeed close (to them): I listen to the prayer of every suppliant when he called on Me: let them also, with a will, listen to My call, and believe in Me: that they may walk in the right way.(186)

God Almighty has spoken the truth

Surat Al Baqara
Ali (2000:23)

DEDICATION

I would like to dedicate this graduation paper to my family specially my mother who always prays for me and takes care of me and to my friends and, my teacher Ms.zaineb who motivates me.

ACKNOWLEDGEMENTS

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Chapter One

The Introduction

1.1 The Problem

The present study is attempt to tackle the types of English and to investigate Iraq EFI Learners! Performance using sentence types. In other words. The following question:

- 1)What are the difficulties. Faced by Iraqi EFL learners" recognizing and producing the types of sentences.
- 2)What are the types of sentences in English

1.2 The Aims

The study aims at :

- 1) Investigating the difficulties faced by Iraqi EFL Learners! In recognizing and producing the types of spaces sentence.
- 2) Finding out the types of sent The Hypotheses

1.3 The Hypothesis

It is study hypothesized that:

1. Iraqi EFL Learners face difficulties in recognizing and producing the types of sentence.
2. There are various types of sentence in English.

1.4 The procedures

The next steps will be followed:

1. Presenting a theoretical background about the types of sentence in English.
2. Applying a diagnostic test to random sample of students to assess their performance in using the topic.
3. Analyzing results of the test to come up with certain conclusion.

1.5 Limits

The study is limited to survey the types of sentence including (simple, complex, compound, complex compound sentence) The test will be applied to 30 Iraqi EFL learners from the University of Babylon/College of Education/Department of English, during the academic year 2022/2023.

1.6 Values

It is hoped that the present study will be of value to students of English Grammar, particularly in the area of the types of sentence .It is also of value to those who are concerned with the topic

Chapter two

Theoretical Overview

2.1 The Sentence: A General Overview

(Greenbaum(1972:163) notices that a sentence is a group of words put together to form a complete thought.

Understanding each English sentence structure first requires a general understanding of the parts of speech used to form sentences.

(Quirk and Greenbaum (1973:10) state that it is constantly necessary to refer to smaller units than the sentence itself. It is important to explain what these smaller units are. Each word in a sentence serves a specific purpose within that particular sentence structure.

(Fowler and Aaron(1975:163) state that the sentence is the basic unit of thought. Its grammar consists of words with specific forms and functions arranged in specific. Most sentences make statements. First they name something then they make an assertion about or describe an action involving something. These two sentence parts are the subject and the predicate. For example

- 1 .It rained steadily all day.
2. They make him the chairman.
3. He had given the girl an apple.
4. John carefully searched the room.

(Quirk and Greenbaum (1973: 11) notice that although such a division obviously results in parts which are (in these examples) very unequal in size and dissimilar in content, it is of course no means arbitrary. The subject of the sentence has a close general relation to 'what is being discussed', the 'theme' of the sentence,

with the normal implication that something new (the predicate) is being said about a 'subject' that has already been introduced in an earlier sentence This is of course a general characteristic and not a defining feature: it is patently absurd in relation to sentence [1](It rained steadily all day), for example. another point is that the subject determines concord. That is, with those parts of the verb that permit a distinction between singular and plural, the form selected depends on whether the subject is singular as in (3)(He had given the an apple), He is, or plural as in [2](They make him a chairman) they make. The particular division of the sentence helps us to understand for example, how interrogative and negative sentences are formed, how certain adjust are positioned, and how certain types of emphasis are achieved.

2.1.1 Components of the Sentence

1. Subject

(Strawson (2017:22) defines the subject of a sentence as the person, place, or thing that performs the action of the sentence. The subject describes what or who the sentence is about. Simple subjects usually contain nouns or pronouns and may contain modifiers, phrases, or clauses.

5. I read many novels.

6. Layla reads the story to her little sister.

7. John lent his friend some.

(Strawson(2017:23)notices that there are a few different types of subjects. A simple subject is just one word, without any modifiers, usually a noun or pronoun. A complete subject is the simple subject plus all modifiers. A compound subject is made up of more than one subject element.

Simple subject – Kate is a nice girl.

Complete subject – Jeffrey’s poem about his mother made the class cry.

Compound subject – Paul and Tommy joined the soccer team at the same time.

Notice that the subject comes before the verb in each sentence (is, made, joined). No matter how long the subject is, it is always the noun performing the object.

2. Predicate

(Lambrecht(1996:75) states that the predicate of a sentence includes the verb and everything that follows it. This typically tells what the subject does with an action verb or describes the subject using a linking verb and a complement.

8. Kelly walked down the street. (What did Kelly do?)

9. They went to school. (What did they do?)

10. The black cat slept all day. (What did the black cat do?)

All of these words make up the complete predicate of the sentence. The verb alone is the simple predicate. As with subjects, it is also possible to have a compound predicate that consists of two different actions.

As in the following example:

Simple predicate – Harry cried.

Complete predicate – The mouse slowly ran towards the food.

Compound predicate – She laughed at the dog’s tricks and decided to adopt him.

Predicates can contain a good deal of information and may be quite long. They often have several parts in addition to the verb, including objects and complements. The predicate expresses action or being within the sentence. The simple

subjects and predicates form the two basic structural parts of a complete sentence. In addition, there are other elements involved in the subject or predicate that add meaning or detail. These elements include direct objects, indirect objects, and subject complements. All of these elements can be expanded and further combined into simple, compound, compound, or compound/compound sentences.

3. Direct and Indirect Object

(Huddleston(1988:57) states that objects are noun phrases that are included in the predicate. Direct objects are the things being acted upon by the verb. They answer questions that begin with what.

11. Susan bought the gift. (What did Susan buy?)

12. He wrote a letter. (What he write?)

13. The boy threw the ball. (What did the boy throw?)

Indirect objects include more information about the person or thing towards which the action is directed. They answer the questions that begin with who.

14. Susan bought him the gift. (Who did Susan buy the gift for?)

15. He wrote me a long letter. (Who did he write a letter to?)

16. The boy threw his mother the ball. (Who did he throw the ball to?)

4. Subject and Object Complements

(Huddleston (1988:53) indicates that in predicates that use linking verbs rather than action verbs, nouns following the verb are known as complements. Complements can be nouns, noun

phrases, pronouns, or adjectives. Subject complements, also known as predicate nominatives, modify the subject by describing it further.

17. I am a mother.

18. The cat was the laziest creature.

19. The woman is blonde.

Object complements function the same way, but for the object of the sentence instead. They follow transitive verbs, which express action performed toward an object.

20. I named my son Carson. (The noun Carson complements the object son)

21. The cat considers me his servant. (The noun phrase his servant complements the object me)

23. The woman dyed her hair blonde. (The adjective blonde complements the object her hair)

These complements help to explain more in a sentence.

5. Adjectival and Adverbial Modifiers

(et al. (2020:119)states that like complements, modifiers add additional information. Adjectival modifiers modify nouns and pronouns, while adverbial modifiers modify verbs, adjectives, and other adverbs. It is possible for parts of speech to do this work alone in the sentence in either the subject or the predicate.

24.The blue boat sank. (The adjectival modifier blue modifies the subject boat).

25.The boat slowly sank. (The adverbial modifier slowly modifies the verb sank).

Not all modifiers are single words. Sometimes they are groups of words, known as phrases that work together.

26. She exercised in the morning.

27. The boy fell asleep at school.

28. They bought a very expensive house.

(et al (2020:120)states that the modifiers are optional when it comes to writing sentences. They merely give additional information and are not required the way a subject and verb are. Note that complements are considered to be a type of modifier as well, but they are more important to the meaning of Sentences.

2.2 Types of Sentence

1. Simple Sentences
2. Complex Sentences
3. Compound Sentence
4. Compound-Complex Sentences

(Williams (2011:170) summarizes that the purpose behind choosing the sentence type is that each type of sentence can serve various functions, the writer should use the type of sentence that best communicates the purpose of his or her idea. choosing the sentence type that will most clearly and accurately convey the logic of our idea. Independent and dependent clauses. This is because the four types of clauses are really just four different ways of combining independent and dependent clauses.

(Willaims(2011:171) differentiates between Independent and Dependent Clause .An independent clause is essentially a simple, complete sentence. They may be used alone or combined with other independent provisions. The dependent clause is an incomplete thought that cannot stand alone. They

are a kind of sentence fragment and should be connected to independent.

2.2.1 Simple Sentence

(Saul (2010:165) indicates that simple sentence is simple because it contains only one independent clause. Simple sentence is not limited to one or five words because it can go beyond that. It is the most basic type of sentence. A simple sentence is a sentence that consists of independent clauses and does not contain any subordinate clauses or dependent clauses. Like any sentence, it has a subject and a predicate and is intended to express a complete thought. (Quirk and Greenbaum (1973: 166) state that a simple sentence is not necessarily short or simple. It can be long and involved with many parts and compound elements. But if there is only one independent clause, it is, nevertheless, a simple sentence.

For example: 29. I quickly shut the door.

30. The horse jumped the fence.

First example contain one clause contain the basic elements of sentence like the subject (I) the verb (shut) object (the door)and the optional adverb (quickly).its simple sentence but contain these element and conveys meaning .it is stand alone convey the meaning do not need to conjuring or subordinate clause. To complete its idea or meaning. In the second example also contain the main basic elements of sentence such as the subject (the horse) the verb (jumped)and the object (the fence). This sentence stand alone convey the meaning or the idea which the writer wants to convey. Some of the element could be optional and some of them are obligatory in the example above (I quickly shut the door) the adverb here (quickly)is optional because if we omit it or keep it will not effect on the meaning its added to sentence to give additional meaning. If we omit it like (I shut the

door) we just realize that the sentence remain simple it has a meaning but if we omit another element like the subject (quickly shut the door) there will be a lack of information in the sentence the meaning will not complete and we start asking questions like who shut the door? Who did this action? So its obligatory to put the subject in sentence.

(Qurik and Greenbaum (1973:191) Confirmed that Simple sentences can be divided into four main syntactic classes, and their usage correlates with various communicative functions. And they are (declarative, alternative, imperative, exclamation).

1. Declarative Sentence

(Greenbaum (1972:180) states that declarative sentence is a sentence that makes a statement provides an explanation and conveys one or more fact through declarative sentences, we are able to state facts and information that makes up our daily conversations. Declarative sentences are one of the mostly common sentences in English. We can use them every day. The declarative sentence is the most commonly used. Statement or declarative sentences are a sentence in which the subject is always present and generally precedes the verb: for example

31. John will speak to the boss today.

32. I forgot to wear a hat today.

33. I hope you can come tomorrow

In the first example we can see that the subject (John) precedes the verb (speak).Also in the second example the pronoun (I) precedes the verb (forgot).and in the third example the pronoun (I) precedes the verb (hope).

Declarative sentences are either simple or compound.

Simple declarative sentences, or simple sentences, are a simple way of connecting a subject and a verb. For example

34. She cried out loud

35. He ran fast.
36. They traveled for months.
37. The dog barked all night long.

2. Exclamatory Sentence

(Vitto(2008:306) states that an exclamatory sentence, also known as an exclamation sentence or an exclamative clause, is a statement that expresses strong emotion. Typically, in English grammar, an exclamatory sentence ends with an exclamation mark—also called an exclamation point.

is to Exclamatory sentences are one of the four main sentence types in the English language along with declarative sentences that state facts, imperative sentences that give commands, and interrogative sentences that ask questions and end with question marks. While exclamatory sentences are appropriate in casual settings, avoid using exclamatory sentences in all types of formal writing, including academic writing.

(Cindy Vitto,2008:306)states that exclamatory sentence ends with an exclamation mark. This may be true, but this is not what makes a sentence exclamatory. In fact, the declarative and imperative sentences can also end in an exclamation mark. The exclamation mark's only function express strong emotion.

George's mother bought him a car for graduation! (declarative sentence)

Close the door! (imperative sentence)

So then, what constitute an exclamatory sentence, if not the exclamation mark? An exclamatory sentence has had its syntax re-arranged for the purpose of highlighting a modifier, of bringing it close to the beginning of the sentence. the two words

capable of doing that in English are how and what. Although both words can begin an interrogative sentence as well, in this case they are not used to ask a question but to emphasize a quality.

Declarative

38. The new professor seems obnoxious.

Exclamatory

39. How obnoxious the new professor seems!

40. How obnoxious the new professor seems.

41. What an obnoxious professor she seems to be! What an obnoxious professor she seems to be.

Notice that the exclamatory versions can end in either a period or an exclamation mark, depending on the tone of voice the writer wishes to indicate. What transforms the sentence from declarative to exclamatory is the re-arrangement of syntax. By beginning with "how" or "what" and then moving the modifier "obnoxious" near the beginning of the sentence and thereby emphasizing the modifier—we have formed an exclamatory sentence.

3. Imperative sentence

(Cowan(2008:110) mentions that imperatives are used to convey commands, orders, instructions, and requests. Several sentence structures fall within the general category of imperatives. Their grammar is not particularly complex, but choosing which imperative form to use in a given situation is often difficult for learners. Certain imperative forms are more appropriate than others, depending upon the meaning that the speaker wishes to convey. It is, therefore, important that English language learners understand how these different imperative

structures will be interpreted by native speakers of English and that they learn to use the forms appropriately in different conversational contexts.

(Cowan(2008:117) summarizes the imperative and its form . Imperatives are used by speakers to manipulate the behavior of the person who is addressed. As these attempts may be more direct or less direct, imperatives have the following specific functions:

- Commands, orders, and demands. The speaker expects the persons addressed to do what he or she has said. Failure to comply can have unpleasant consequences.

Get out of my way!

- Requests. The person addressed is not necessarily expected to comply. Requests are often accompanied by please or a will you/would you tag. Please help me finish this.

Shut the window, will you?

- Advice, recommendations, and warnings. The speaker directs the attention of the person addressed to something that is for his or her benefit. Keep your options open. Watch your head. That doorjamb is a little low.

- Instructions and expository directives. Instructions are meant to enable the person addressed to accomplish some goal.

Expository directives attempt to influence the listener in order to make a point or state evidence for an argument. Remove all the tape and the packing material from the printer. Take the airline industry, for example.

- Invitations. The speaker invites the person addressed to do something. Drop by after work, and we'll discuss it in more detail.

- Permission. The speaker grants permission to the listener to carry out an action. OK. Go ahead and do it.

4. Interrogative Sentence

(Hurford(1994:112:113)states that an interrogative sentence is a type of sentence most typically used to ask a question. in English, interrogatives normally have an auxiliary verb placed before the subject.

English interrogative words form a mixed bag of words used specially in some interrogative sentences. they are sometimes known informally as 'question words'. almost all of them begin with the letters wh-. When they occur they usually go at the very front of an interrogative sentence.

Examples

All these are interrogative sentences.

42. Has anybody here seen Kelly?
43. Did you feel the earthquake this morning?
45. Who killed Cock Robin?
46. What does he do for a living?
47. Where are the next Olympic Games?
48. When does daylight-saving time start?

English interrogative words are who, whom, whose, what, which, when, how, where and why. contrasts Interrogatives contrast with declaratives and imperatives, the other two types of sentence.

(Hurford(1994:113)indicates that in English, relative clauses can begin with some of the same words as interrogative sentences, such as the words who, whom, which and when. And in fact some interrogative sentences are identical in shape to some relative clauses. for instance, who killed Cock Robin in the phrase the person who killed Cock Robin is a relative clause, and not an interrogative sentence.in English there are two basic

types of interrogative, which linguists call 'yes/ no interrogatives' and 'wh- interrogatives'. Questions asked with yes/no interrogatives expect a simple answer Yes or No.

Examples are:

49. Is she feeling well?

50. Did they sleep well?

51. Does your chewing gum lose its flavor on the bedpost overnight?

52. Have you ever seen a dream walking?

53. Could you pass the salt?

For every such yes/no interrogative, there is a corresponding declarative, such as They did sleep well or They slept well.

questions asked with wh- interrogatives expect more informative answers. they ask for some piece of missing information. all these types of sentence are part of or under the umbrella of simple sentence that convey simple ideas, thought and information.

2.2.2 Complex Sentence

(Joshi(2014:15) argues that a complex sentence contains an independent clause joined by one or more dependent or subordinate clauses. the dependent (subordinate) clause begins with a subordinating conjunction or a relative pronoun. In other words, a complex sentence always has subordinating conjunction (subordinator) or a relative pronoun. clauses in a complex sentence are not structurally equal. They express related thoughts. subordinators or relative pronouns are used not only to connect these clauses but also to show the 'clear and specific relationship' between the clauses. in other words, the subordinator or relative pronoun shows how one clause (dependent or subordinate clause) is dependent on the other.

(Backman(2003:46) notices a complex sentence is a sentence in which at least two ideas are combined into a single sentence. So, even though it's called a "complex" sentence, it's really a pretty simple concept. For example,

look at The following sentence:

- Susan, who loves to swim in freezing water, recently joined the Polar Bear Club.

The two ideas expressed in the sentence are:

54. Susan recently joined the Polar Bear Club.

55. Susan loves to swim in freezing water.

(Backman(2003:47)states that the two ideas could be expressed as two separate sentences, but the two ideas are more clearly and concisely expressed in a complex sentence. in the sentence about Susan, the word who is called a relative pronoun. That might sound like an odd term, but it is simply a type of word that will help you combine ideas to write clear and concise sentences. adjective clauses always begin with relative

pronouns. notice that length does not determine whether a sentence is complex or simple; both kinds can be short or long. Subordinate clauses, like phrases, are used as parts of speech. they serve as substitutes for nouns, for adjectives, or for adverbs.

(Kittredge (1913:19) summarizes that subordinate clauses could be divide or illustrated to different clauses:

56. A subordinate clause that is used as a noun is called a noun (or substantive) clause..

57. A subordinate clause that modifies a substantive is called an adjective clause.

58. A subordinate clause that serves as an adverbial modifier is called an adverbial clause.

1. Noun or substantive clauses.

Success }

That we should succeed in this plan } is improbable.

(Kittredge(1913:20) illustrates that the thought in these two sentences is the same, but in the second it is more fully expressed. In the first sentence, the subject is the noun success; in the second, the subject is the noun clause, that we should succeed in this plan. This clause is introduced by the conjunction that; the simple subject of the clause is the pronoun we, and the simple predicate is the verb-phrase should succeed. The first sentence is simple; the second is complex. Substantive clauses are often Introduced by the conjunction that.

2. Adjective clauses The following sentences illustrate the use of (1) an adjective, (2) an adjective phrase, (3) an adjective clause, as a modifier of the subject noun.

58. An honorable man will not lie.
59. A man of honor will not lie.
60. A man who values his honor will not lie.
61. A seasonable word may save a soul.
62. A word in season may save a soul.
63. A word that is spoken at the right moment may save a soul.
64. My native land lies far across the sea
65. The land of my birth lies far across the sea.
66. The land where I was born lies far across the sea.

The first two sentences in each group are simple, the third is complex.

3. Adverbial clauses the following sentences illustrate the use of (1) an adverb, (2) an adverbial phrase, (3) an adverbial clause, as a modifier of the predicate verb (or verb-phrase).

67. The lightning struck here by.
68. The lightning struck on this spot.
69. The lightning struck where we stand.
70. Mr. Andrews lives near.
71. Mr. Andrews lives in this neighborhood.
72. Mr. Andrews lives where you see that elm.

2.2.3 Compound Sentence

(Kittredge(1913:18)states that an ordinary compound sentence is made by joining two or more simple sentences, each of which becomes an independent coordinate clause. In the same way we may join two or more complex sentences, using them as clauses to make one compound sentence:

73.The train started when the bell rang, and Tom watched until the last car disappeared.

This sentence is manifestly compound, for it consists of two coordinate clauses (the train started when the bell rang; Tom watched until the last car disappeared) joined by and. Each of these two clauses is itself complex, for each could stand by itself as a complex sentence. Similarly, a complex and a simple sentence may be joined as coordinate clauses to make a compound sentence.

The train started when the bell rang, and Tom gazed after it in despair. Such a sentence, which is compound in its structure. but in Which one or more of the coordinate clauses are complex, is called a compound complex sentence.

(Menggo(2021:211) notes that compound sentences are sentences that consist of two or more clauses. Between one clause with the other clauses are interconnected. The relationship between clauses in a compound sentence is divided into three, namely:

- (1) Coordinating relationship.
- (2) Subordinated relationship.
- (3) Co-subordinating relationship.

(Menggo(2021:211)notes that a compound sentence is a sentence that consists of more than one proposition so that it has at least two predicates that cannot be used as a unit.

Because of this characteristic, compound sentences are always in the form of two or more clauses. If the relationship between

one clause and another in a sentence states a coordinating relationship, then such a sentence is called an equivalent compound sentence. For example

(1) Jasmine leaves and her child starts crying.

Example 1 above is an equivalent compound sentence because the relationship between Jasmine clause leaves and his child starts crying is equal. And also, the sentence has a coordinating relationship which is indicated by the conjunction and.

Compound sentences are sentences that consist of at least two basic sentences. The types of compound sentences in Indonesian are divided into 3 types, namely equivalent compound sentences, multilevel compound sentences, and mixed compound sentences).

2.2.4 Compound Complex Sentence

(Quickens(1867:88) states that traditional grammars classify sentences as simple, compound or complex. when a sentence has two or more independent clauses and at least one dependent clause, that sentence is a compound-complex sentence. These are long sentences that communicate a significant amount of information. The clauses don't need to be in any specific order; as long as you've got at least two independent clauses and at least one dependent clause, you've got a compound-complex sentence.

Here are a few examples of compound-complex sentences:

74.I needed a new computer, so I got a laptop because they're portable.

75.The students were excited; they could go home early because of the power outage.

Writing compound-complex sentences

(Greenbaum(1972:196)demonstrates that a compound-complex sentence has the characteristics of both the compound sentence (two or more main clauses) and the complex sentence (at least one subordinate clause).

Subordinate clause

main clause

Even though government aid finally came, many people had already been reduced to poverty, and others had been forced to move.

Chapter Three

The Test

3.1 The Test

(Aljuboury(2014:2) states that the a test is used to examine someone's knowledge of something to determine what that person knows or has learned. It measures the level of skill or knowledge that has been reached. An evaluative device or procedure in which a sample of an examinee's behavior in a specified domain is obtained and subsequently evaluated and scored using a standardized process.

3.2 Characteristics of a Good Test (Aljuboury(2014:39) notices that a test, if it is to adequately fulfill its purpose, should satisfy the requirements of four key characteristics: validity, reliability, practicality and accuracy. The test which is appropriate in terms of the instructional objectives is a valid test. If the evidence it provides is dependable, it is a reliable test. If it can do this with ease and economy, it is a practical test. And finally if it is free from errors, it is an accurate test.

3.2.1 Validity

(Al Juboury(2014:40) states that validity is the degree to which a test measures what it is supposed to measure, or can be used successfully for the purpose for which it is intended. This means you should be clear about what exactly you want to test, and as far as possible ensure that the test measures that and not irrelevant abilities or knowledge.

3.2.2 Reliability

(Aljuboury(2014:42) states that reliability means the stability of test scores. Presumably, if the same test is given twice to the same group of students, under the same conditions, it would give the same results. The requisites of a dependable test are the following: multiple samples, standard tasks, standard condition, and standard scoring as shown below.

Requisites of Dependable Tests are :_

Multiple Samples.

Standard Tasks.

Standard Conditions.

Standard Scoring.

3.2.3Practically

(Aljuboury(2014:43) argues that the third characteristic of the test is its practicality or usability. A test which is valid and reliable but difficult to administer, score, or require too much equipment or money may fail to gain acceptance. The two factors that have to be considered to achieve practicality of a test are:

- 1) Economy – The cost in time, money, and personnel of administering a particular test.
- 2) Ease-The degree of difficulty experienced in the administrating and scoring of the test, for example, an oral test that demands the use of a tape recorder is not practical if it has to be administered to thousands of students.

3.2.4Accuracy

(Aljuboury(2014:44) notices that the last characteristic of the test is accuracy. Accuracy means that (a) the test should be free from grammatical, spelling. And punctuation errors, frequently found in EFL test papers. The teacher should choose the test material from reliable sources like books. (b) The numbering of

the questions, sub-questions, and items should be correct. (c) The directions for each question should be accurately and concisely worded, with the marks allotted for it as well as the time allotted for the whole test Consider the following instances. If the teacher wants his students to write the correct word chosen from among three or four choices, which would be more accurate to write: Write the correct answer or choose the correct option? Similarly, in a question that requires completion and spaces are provided for writing in, the direction: Complete the following sentences is ambiguous, because it leaves the teste confused whether to write. The few words on his answer paper or to write the whole sentence. Hence, a Better direction would be: Complete the following and write the full answers in your answer book. Finally, to assure accuracy, it is highly advisable for the teacher to give his test to a colleague or several colleagues with a good command of English to go through and point out possible ambiguity or inaccuracies.

3.3 Test Sample

The sample of the test consists of thirty fourth year students from Department of English/College of Education for Human Sciences/University of Babylon during the academic year 2022_2023.

3.4 Test Material

Most of the items of the test are taken from grammar books and from the internet.

3.5 Test Design

The test consists of two questions which measure Iraqi EFL Learners' performance at the recognition and production levels. In the first question, the students are given multiple choice items and are asked to choose the correct type of sentence. In second question, the students are asked to exemplify certain items (which are different sentence types).

3.6 Results of the Test

Table (1): Students' performances at the recognition level:

Items	Number of correct responses	Percentage	Number of incorrect responses	Percentage
1	15	%50	15	%50
2	16	%53	14	%46.6
3	24	%80	6	%20
4	13	%43	17	%56.6
5	21	%70	9	%30
6	27	%90	3	%10
7	20	%66	10	%44
8	17	%57	13	%43
9	24	%80	6	%20
10	23	%77	7	%23

Table(1) above shows that students' at the recognition level is high what indicates that they are familiar with this type of topic. They can understand and recognize the correct type of sentence because their correct responses are more than their incorrect responses. They find difficulty in items (4) because the number of correct responses is (13) while the number of incorrect responses is (17)

Table (2) : students' performances at the production level :

Items	Number of correct responses	Percentage	Number of incorrect responses	Percentage
1	30	%100	0	0
2	20	%67	10	%33
3	23	%78	7	%22
4	23	%79	6	%21
5	29	%97	1	%3
6	29	%97	1	%3
7	28	%94	2	%6
8	29	%97	1	%3
9	30	%100	0	0
10	29	%97	1	%3

Table (2) above shows that students' performances at the production level is very good what indicates that they are familiar with this type of topic since they could easily write and create sentences in all types of sentence because their correct responses are more than their incorrect responses.

Chapter Four

Conclusion

The majority of Iraqi EFL Learners' don't face difficulty in producing and recognizing the types of sentence as the total number of their correct answer is higher than the incorrect ones. In addition, the majority of textbooks writers and syllabus designers do give the meaning of the types of sentence . For this reason, many students don't commit mistakes . Most of them can recognize, understand and produce meaningful sentences. Generally speaking, students' performance at the production level is better than their performance at the recognition level. Accordingly hypothesis (1) which reads as "Iraqi EFL learners face difficulties in recognizing and producing the types of sentence, refuted.

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Appendices

The Test

Q1/ Choose the correct type of sentence (whether it is (Simple, Compound, Complex, Complex_Compound):_

1. Those clouds promise rain, so we should hurry up and leave before we get caught in a flash flood.
2. I looked for Joe and Mary at the airport.
3. I like tea, but Mary likes coffee.
4. I want to be a teacher when I grow up, and my mom is proud of me.
5. Since we had only gone a mile from camp, we decided to return before dark.
6. Buying new footwear is my hobby.
7. After the tornado hit, my house was completely destroyed.
8. The hungry owl hooted loudly then flew away as it spotted its next meal.
9. Children played, and their parents chatted.
10. John went to school today, but James remained at home.

Q2 / Exemplify the following :_

1. A complex sentence with because _____
2. A compound sentence with but _____
3. A complex sentence with Although at the beginning of the sentence _____
4. A simple sentence with Too....To _____
5. A simple sentence with in order to _____
6. A complex _ compound sentence with after _____
7. A compound sentence with For _____
8. A complex sentence with Before at the beginning of the sentence__
9. A compound complex sentence with Though _____
10. A compound sentence with so in the middle of the sentence _____

